

LATIN NOTES

Published by the SERVICE BUREAU FOR CLASSICAL TEACHERS at Teachers College, Columbia University, New York. Eight Issues, October to May. Price of Subscription, 50 Cents.

Entered as second class matter March 20, 1924 at the post office at New York, N. Y., under the Act of March 3, 1879.

Address communications to Frances E. Sabin, Director of the Bureau

Vol. III

January, 1926

No. 4

This double issue does not indicate a change in the present policy of publishing LATIN NOTES in the form of a four-page leaflet. It is to be regarded as an Extra.

OBJECTIVE PRESENTATION OF VOCABULARY

A digest of a thesis by Dr. Austin Schmidt entitled

THE EFFECT OF OBJECTIVE PRESENTATION ON THE LEARNING AND RETENTION OF A LATIN VOCABULARY.

Published by the Loyola University Press, Chicago.

The purpose of Dr. Schmidt's study was to determine the effect that a display of objects or the performance of an action has on the learning or retention of a Latin vocabulary.

His study of the question in its historical aspect showed: First, that there exists a theory that pictures and objects have a direct psychological effect upon the retention of a foreign vocabulary. This was first expressed by Comenius and later affirmed by Bagster-Collins and others. None of these discriminated between the different parts of speech when treating the effect of objective presentation. This Schmidt does in his word count which we will discuss later. Secondly, the study showed that all experiments which had been previously conducted were made with too few subjects to make the evidence conclusive. In the spring of 1923, Dr. Schmidt conducted a carefully controlled experiment with a large number of subjects, which we shall describe in detail.

The subjects chosen for the experiment were 10,753 sixth and eighth grade pupils of both sexes, from 131 different schools, widely distributed geographically, public and parochial, urban and rural, large and small, whose standards of attainment were varied. Since the scores of any that had missed even a single lesson were rejected, only 4,844 pupils' scores were included in the final data.

The material of the experiment consisted of 100 Latin words—30 nouns, 30 adjectives and 40 verbs. The verb "est" was also used but was not counted in the scores. Words were chosen representing objects familiar to the pupils, having no connection with English derivatives, and some appealing more to boys than to girls and vice versa. Some nouns were given new meanings and some were even coined. Adjectives were chosen representing qualities that could be shown in pictures. These 100 words were divided into ten lessons of ten words each. Five of the ten lessons were illustrated, and the other five were printed on small typed sheets without illustration.

The necessity of equating the subjects was removed by having all learn the 100 words, 50 objectively and 50 non-objectively. The objective method consisted in displaying objects or acting verbs, and studying from lessons containing illustrations of the objects and acts. The non-objective method consisted of reading the vocabulary and translating sentences of the "armilla est

rotunda" type, using the words. The two did the same work except for objects and illustrations.

A further control was brought about by having the order reversed; i. e., one group started with the objective, the other with the non-objective. This would obviate any variation in scores due to a falling-off of interest the second week.

Each set of 50 words was taught in six lessons of ten words each, two a day for five lessons, with a review of the first five in the sixth lesson, followed the next morning by a test for immediate recall. The same procedure was repeated the following week. The test for deferred recall was given four weeks after the second series was completed, and came as a complete surprise.

The experimenters were regular class room teachers, a third of whom were instructed by Dr. Schmidt, and the rest depended entirely upon a manual of instructions. The scoring was done by Dr. Schmidt himself or under his supervision.

The scores for all 4,844 pupils in the two tests were as follows: First test, objective method, 39.4; non-objective, 36.6. In the re-test, objective, 29.9; and non-objective, 28.4; showing (1), that the objective method of learning sometimes facilitates learning and retention, but learning more than retention; and (2), that the objective method is not equally advantageous for all kinds of words.

This second fact led Dr. Schmidt to make a word count to ascertain how objectivity affected different types of words—nouns, adjectives, and verbs. This showed (1), that nouns and adjectives did not gain by objective presentation; (2), that verbs are learned better objectively; and (3), that the objective method did not gain where there was an emotional appeal.

The study of the data themselves showed (1), that girls do consistently better work than boys; (2), that the objective method was not particularly suited to the lower grade; and (3), that a good proportion of inferior pupils did better under the objective method.

The author then made several special studies which we shall touch upon briefly:

1. The pupils themselves were given a questionnaire asking whether it was easier to learn with the pictures or not; 95% of them voted for the pictures.

2. A few schools were not given the re-tests until three months after the first. This showed that even when the time was extended the non-objective retained 60% as against 57% for the objective.

3. Another experiment was made extending the time from two to four weeks, as the work was novel and it was thought that better results would be obtained if the experiment were of longer duration. Comparison of data showed that several weeks practice

would not cause a gain in the results of the objective method.

4. An experiment similar to the one just mentioned was conducted, giving help to the non-objective group in the way that would be most beneficial. While the objective method group seemed to be superior, the averages for the four weeks' work were 83% retention for the objective-group and 93% for the non-objective. Of course it must be taken into consideration that only nouns and adjectives were used, and these do not benefit by objective presentation.

We may now summarize the conclusions reached from the experiment as follows:

1. One block of 50 words was better learned objectively, the other non-objectively.

2. When the non-objective words were given first, the tests for immediate recall showed little difference, but the tests for deferred recall showed the non-objective method superior.

3. When the objective method was used first, it proved superior in both tests, especially for deferred recall.

4. The results of the word count showed that nouns and adjectives lose by objective presentation as often as they gain, but verbs are learned better to a marked degree.

5. The objective method seemed to benefit the inferior pupils in two-thirds of the cases.

6. When the illustrated study lessons were eliminated the non-objective method proved superior in both tests.

7. A test at the end of three months showed that the trend of the curve would not change substantially after a lapse of time.

8. In two special experiments the objective method proved inferior, whether the learning was instructed or non-instructed.

9. Nouns and adjectives are not as a class helped by the objective method; some are, others are not. The verbs used in the lessons were helped. It is probable that all verbs lending themselves to action would be assisted. This data from the word count is true only for the learning as there were no tests for deferred recall.

In the study up to this point no account has been taken of the problem of interest. Children can be forced to learn but the task should be accompanied by enjoyment. Although objective presentation of nouns and adjectives which form 60% of the words has been shown to be psychologically inferior, and would no doubt not prove far superior in the total result, still 90% of the children and many teachers voted in favor of it.

We now come to the final question discussed by Dr. Schmidt—namely, should the objective method have a place in the reorganization of the course? He answers this from two standpoints, the psychological and the emotional. Psychologically it would not increase its efficiency as used in the experiment. But if teaching were done by action games, or if the words appeared in logically arranged material, rather than in detached couplets, it would probably prove superior. This would necessitate the applying of some of the direct method principles to the indirect.

From the emotional standpoint the objective method is superior. It develops enthusiasm. The pupils worked with a relish, with spirit, interest, and enjoyment, and not because they thought they had to as was the case with the other method.

In conclusion, Dr. Schmidt says that the teacher who knows her subject, has control of her class, and knows how to teach, may safely use the objective method. On the other hand, the poor disciplinarian and poor organizer who does not know her subject well, had better use the non-objective method. "The combining of matter and method effectively is the test of the successful teacher."—Contributed.

NIL SINE EQUO

"Nil Sine Equo" is not the motto of the Prince of Wales, nor is it his ambition as far as I know. It is much worse than that. It is the religion of a certain class of Latin students. It is the fact that such students, if students they may be called, have the desire, the opportunity, and sometimes the incentive to use English translations, "ponies" as they are colloquially called, that presents to teachers of Latin a serious problem; one which has yet to be dealt with effectively. To my mind, a pupil who uses a translation "with intent wilfully to deceive" as the lawyers might put it, is not only receiving no training in Latin but is also a distinct drawback to the cause of the classics and classical teaching.

Thanks to the investigation of the American Classical League, we now know what to teach, when to teach it, and why. Thanks to the enemies of the classics, Latin is now far ahead of all other high school subjects in methods of presentation, unity of aims, and definiteness of content. In capable hands it can be presented as no other subject can. While it enjoys such advantages as these, the ancient black mark still remains against it.

The use of translations is widespread. Due to the philanthropic efforts of certain authors and publishers, such monumental works as commonly are offered at thirty-nine cents are within easy reach of the adolescent public. It is impossible for a pupil to use a translation to any extent in such a way that an alert teacher cannot find him out. The stilted English of these splendid books not only defies the efforts of the young student to render it into what, with him, passes for English, but also very often defies his understanding. Discrepancies in the texts are numerous enough to betray the most wary; the "pony" alone will not enable a pupil to pass. We have perhaps all heard someone boast that he "trotted all through his Latin." That should be impossible nowadays. Yet the old methods of dealing with offenders are very bad from a pedagogical standpoint. Threatening, or actually imposing, severe punishment merely keeps the evil in abeyance and not infrequently fills the minds of some pupils with an unholy desire to outwit their teachers.

Meanwhile the sale of translation goes on unabated. One bookstore in Philadelphia admitted that as many as a thousand copies were sold "in the open season." As long as it is possible to buy them they will be bought; as long as there is a market for them they will be sold. It would be just as foolish to try to stop a bookseller from selling them as to suppose that he would have enough intelligence to understand why they should not be sold.

This is the situation which exists everywhere to a greater or less degree. What is to be done about it? We certainly must not sit down and wait to be forced to progress as before. One lesson ought to be sufficient. It is high time that Latin teachers showed that, contrary to popular belief, they have some minute amount of executive ability and a small degree of intelligence, even in matters outside their subject. I believe that a very considerable cause of the use of translations as well as of other troubles in Latin work may be attributed to the teachers themselves.

What might be called mental sluggishness has, in the past, been proverbially attributed to teachers of the classics in spite of many distinguished men and women who have been of their number. There is a tacit understanding among laymen that the Latin teacher is an odd sort of individual. For many, a moot question is "Are Latin Teachers People?" Others are sure that they are not. This attitude is not by any means unjustified. A good many Latin teachers in the past weren't people, or, if they were, they managed to conceal the fact. The old impression still remains. To many, most teachers in schools, particularly Latin

teachers, are curious, colorless, careworn creatures, working for a pittance at a monotonous trade; dowdy, unkempt, hopeless individuals who cannot make a living at work. Theirs is a task which offers nothing but an opportunity to broaden the outlook and enrich the minds of growing children. A typical instance of this general impression is an advertisement I once received from a school of chiropractic asking me if I would not like to learn a profession.

In view of this inherited prejudice against them, it is the duty of all Latin teachers to show that they are just as wide-awake and modern as is the study of Latin. Latin is anything but a narrowing subject, for teachers especially. It is hard to teach at any time; it is impossible to teach when pupils feel that their teacher is nothing but a dry-as-dust old bookworm who has nothing in common with other mortals. Pupils often feel that the subject is deader than even its opponents claim. The truth of the matter is that the teacher, along with his methods, should have been laid decently to rest long ago.

The first step against translations and everything else that still militates against the classics is in the hands of the teachers themselves—their appearance, methods, efficiency, and popularity.

The second step is desirable from other standpoints as well. The old style curriculum was aged and decrepit and is very properly undergoing drastic revision, particularly in the first year classes. There is no trouble with translation-users there, however. In the second year every effort should be exerted to avoid any possibility of temptation to use a translation. The old style reading matter is monotonous, dry, and uninteresting for steady diet. To the student's mind, at times, anything is justifiable to get rid of uninteresting translation. The solution of this is an eclectic reading course.

The newest College Board Examination requirements specify only one term each for Caesar, Cicero, and Virgil, the rest of the material to be chosen from twenty-odd different authors. The three standard authors should be made the central figures of the three years of reading, of course, but there is a wide variety of pertinent material which may be read with them. The difficulty consists in furnishing material, properly chosen, logically presented, and of the proper degree of difficulty. Many schools could not afford to buy a separate reader containing such material even if a satisfactory one could be found. I propose to remedy this in my own case by mimeographing the necessary sheets and distributing them as they are needed. The passages will come from Phaedrus, Catullus, Martial, Velleius Paterculus, Sallust, Quintus Curtius, the Corpus Caesarianum and a number of others. They are intended primarily for use in the second year, for classes that would ordinarily be floundering through endless Caesar, interested in almost none of it, many of them galloping along on their "equi." For many of the authors I have mentioned no handy translations are available. Besides this, the Latin is chosen of the proper degree of difficulty and is interesting, with the result that there is no thought of getting translations except by study. A pupil who buys translations for all the things I am going to give him to read this year will have a fine foundation for a classical library; he may also wreck the family pocketbook. Even if passages have to be doctored slightly it is worth while to give them to the class. I have used the following method, arranging the material in such a way as to fill one page with each selection:

I. Introduction. In the case of a new author, a very short account of his work and life. Some comment on the passage itself.

II. From ten to twenty lines of Latin.

III. Notes of any kind on the passage.

IV. Vocabulary of unusual words.

Preparation of these passages is valuable work for the teacher as well as for the pupils. If fifty teachers would choose from their favorite authors some appropriate passage and work them into shape for such use as I have described above, and if they all sent copies to the SERVICE BUREAU FOR CLASSICAL TEACHERS at Columbia University, there would be enough material at hand for a year's assignments at least.

In addition to the other advantages, I should expect pupils to have a larger vocabulary, greater interest in subject matter, and something like an appreciation of the Latin tongue which really has a great literature, in spite of the efforts of the old-style curricula to conceal it.

—John Gummere, William Penn Charter School, Philadelphia, Pa.

NOTE:—The italics are the Editor's.

IMPROVEMENT SHEET FOR TEACHERS OF FIRST YEAR LATIN

Contributed by *Miss Ruth Alexander*, School of Education, Indiana University, Bloomington, Indiana.

NOTE:—*This list of "ideals" or "goals" is designed to measure the progress of student teachers in a Practice High School. From time to time the various items are checked "yes" or "no" according to the skill shown in connection with this particular phase of the work.*

I. OBJECTIVES

- A. The teacher strives to attain the immediate and ultimate objectives for first year Latin.
- 1. Progressive development of power to read and understand Latin.
- 2. Increased understanding of those elements in English which are related to Latin
- 3. Development of an historical and cultural background
- 4. Development of correct mental habits
- 5. Development of right attitudes toward social situations
- 6. Increased ability to learn other foreign languages.
- 7. Elementary knowledge of the simpler general principles of language structure

II. PREPARATION OF THE TEACHER

- A. The teacher has an adequate knowledge of Latin.
- B. The teacher has an adequate knowledge of Roman history and institutions.
- C. The teacher has an honest conviction as to the value of Latin.
- D. The teacher understands the place of Latin in the curriculum.
- E. The teacher gives correct proportion of emphasis to the various phases of the work.
- F. The teacher appreciates the difficulty of the study for immature minds.
- G. The teacher has a knowledge of English grammar.
- H. The teacher has a knowledge of other foreign languages.
- I. The teacher makes use of available helps in Latin:
 - 1. Reports of the Classical Investigation
 - 2. The Classical Journal
 - 3. The Classical Weekly
 - 4. Latin Notes
 - 5. Service Bureau for Classical Teachers
 - 6. University Extension Division
- J. The teacher makes adequate preparation for each recitation.

III. MEASUREMENT OF RESULTS

- A. The teacher gives frequent written tests to determine:
 - 1. Preparation
 - 2. Ability
 - 3. Progress of class
 - 4. Progress of individuals

- B. The teacher makes use of standardized Latin tests.

IV. MOTIVATION

- A. The teacher motivates the work by:

1. Consciousness on the part of the pupil (so far as desirable) of the objectives of the work of the first year Latin
2. Use of interesting devices
3. Latin exhibits
4. Latin contests
5. Dramatization of Latin plays or plays about Latin
6. Use of slides, films, pictures, etc.
7. Use of Latin songs
8. Use of Latin newspapers

V. TECHNIQUE

A. Vocabulary

1. The teacher trains the pupils in methods of getting at the meaning of a new word when met in context.
 - a. By association with familiar English derivatives
 - b. By association with related Latin words
 - c. By its associations in context
 - d. By using the vocabulary lists as a last resort, and in such case to decide what vocabulary form to look for
2. Definite lists of words are chosen for mastery.
3. The choice of words for mastery is based on:
 - a. Frequency of occurrence in material to be read (according to Lodge)
 - b. Frequency of occurrence in English derivatives, phrases, abbreviations, technical terms, etc.
4. Mastery of these words is obtained by this procedure:
 - a. So far as possible, the words are met in context first.
 - b. Teacher pronounces vocabulary with the class when words are assigned.
 - c. Teacher gives study suggestions.
 - d. Teacher gives memory aids such as:
 1. Association with known English
 2. Association with known Latin
 - e. The words are met frequently in sentences and stories.
 - f. Frequent oral vocabulary drills are given.
 - g. Frequent written vocabulary drills given.
 - h. Perception cards are used.
 - i. Vocabulary games are used.
 - j. Spelling matches are used.
 - k. Drill groups are formed for work outside of class for those who need it.
 - l. Pupils are drilled most on words that are difficult.
 - m. High standards of achievement are set up.

B. Pronunciation

1. The teacher sets a good example of pronunciation.
2. The class learns largely by imitation.
3. Reference is made to rules when necessary.

C. Form Study

1. Forms are chosen for mastery according to frequency of occurrence.
2. Study of forms is functional rather than formal.
 - a. Inflections are connected with complete thoughts whenever possible.
 - b. Forms are met in an abundance of reading
 - c. Meanings are associated with forms constantly.
 - d. Drills are varied by:
 - 1) Use of games
 - 2) Use of contests
 - 3) Oral work
 - 4) Written work

- e. Knowledge of forms is independent of place in the paradigm.

- f. Paradigms are used merely for summary.
- g. Memory devices are pointed out for the pupils.
- h. Drills are continued until response is automatic.
- i. Drill groups are formed for work outside of class.
- j. Drill is as individual as possible.

D. Syntax

1. A minimum of rules is chosen for study.
2. Choice of the rules for study depends upon:
 - a. Necessity of understanding the rule before translation can be done
 - b. Value of the rule in English
 - c. Frequency of occurrence in material to be read (according to authority such as Byrne)
3. Rules are developed inductively when desirable.
 - a. Pupils are led to formulate rules.
 - b. For convenience, a definite statement of the rule is agreed upon.
4. Ability to illustrate and explain the rule is considered more valuable than to recite the rule.
5. The principle is encountered in an abundance of examples.
6. The terminology is the same as in the English classes.
7. The terminology is simple.
8. Drill groups are formed for work outside of class when needed.

E. Translation of English to Latin

1. Daily (regular) practice is given in translating English to Latin:
 - a. Oral
 - b. Written
2. Sentences to be put into Latin are:
 - a. Simple
 - b. Interesting
 - c. Useful for drill on essentials in
 - 1) Vocabulary
 - 2) Forms
 - 3) Syntax
3. Pupils are trained to translate by ideas rather than by words: i. e., get the idea, then the method of expression.
 - a. By discussion of the principles involved
 - b. By analysis of the English sentences
 - c. By re-reading the sentences in English, but in Latin order and idiom
4. Most of the written work is done under the supervision of the teacher.
5. Corrections of written work are made without waste of time.
6. Devices are used to keep pupils alert and eager.

F. Translation of Latin to English

1. There is daily practice in comprehension at sight.
2. The teacher provides an abundance of sentences for drill on:
 - a. Vocabulary
 - b. Forms
 - c. Syntax
3. The teacher provides an abundance of stories and plays to be read by class.
4. The stories, so far as possible, deal with Roman life, history, etc.
5. The thought content of the stories is emphasized.
6. Translation is divorced from syntax and form study so far as possible.
7. Questions on syntax or forms are used only when needed to clear the thought.
8. Every possible effort is made to train the pupils to grasp the thought in Latin word order.
9. The pupils are trained to use a definite and correct method of translation in independent study. For example:

- a. Read the whole sentence in Latin, trying to get the meaning without translation.
 - b. Reread the sentence, deciding on meanings of words and word groups as they come.
 - c. Decide on the meaning of the whole.
 - d. Translate, expressing that meaning in good, idiomatic English.
10. The teacher uses means to determine whether the pupils comprehend the thought content:
- a. By intelligent oral reading of the Latin by pupils
 - b. By questions and answers on the content, both Latin and English
 - c. By illustrations
11. Some stories are read and discussed without oral translation.
12. Translation follows comprehension of thought.
13. Teacher uses translation into English as a means of improving the English expression of the pupils:
- a. By careful discrimination between the "metaphrase" and adequate translation
 - b. By setting reasonable daily amount for exact and careful translation
 - c. By requiring for the review a higher standard of translation.
 - d. By requiring written translations
 - e. By reading to the class models of excellent translations
 - f. By encouraging class criticism of English used in translations.
- G. English Element in Latin
1. English derivatives
 - a. Pupils are trained to explain unfamiliar English through familiar Latin words.
 - b. Pupils are trained in English words through a systematic study of roots, prefixes, and suffixes.
 - c. Pupils are trained to find usable derivatives from Latin.
 - d. Pupils are trained to use new English derivatives.
 2. English spelling
 - a. Definite principles of spelling are worked out through the Latin.
 - b. These rules are applied.
 3. Phrases and abbreviations in English
 - a. The teacher trains pupils to understand Latin phrases and abbreviations found in English.
 - b. Pupils are encouraged to find examples in their reading and bring to class for discussion.
 - c. The class keeps lists of such occurrences and drills on them.
 4. Technical terms
 - a. The teacher trains pupils to use their Latin in solution of technical terms met in other school subjects.
 - b. The teacher has the pupil make lists of such expressions.
 - c. The teacher cooperates with other departments in helping the pupils to use their Latin.
- H. Historical Background
1. The teacher uses every means to develop an understanding of and an interest in Roman history, life, institutions, etc., by:
 - a. Latin stories used in reading
 - b. Collateral English reading
 - c. Short informal talks by teacher
 - d. Reports by pupils
 - e. Pictures
 - f. Films
 - g. Slides
 - h. Bulletin boards

LITTLE STUDIES IN GREEK*

Sample page from Lesson III

VOCABULARY

<i>ἐμπόριον</i> , trading-place	emporium, Emporia
<i>ἔργον</i> , work	erg (physics), energy (general science)
<i>ζῶν</i> , animal	zoo, zoology, protozoon (biology)
<i>ηλεκτρον</i> , electrum, amber	electron (physics), electrode, electroscope
<i>θέατρον</i> , place for seeing	theatre, amphitheatre (art)
<i>κέντρον</i> , point, goad	centre, eccentric, concentric (physics)
<i>κριτήριον</i> , means for judging	criterion
<i>κῶλον</i> , limb, member of a sentence	colon (English)
<i>μέτρον</i> , measure	metre, metric (geometry), metronome (music), hexameter (Latin, English)
<i>Μουσεῖον</i> , temple of the Muses	Museum
<i>νεῦρον</i> , sinew, nerve	neuron, neuralgia, neuritis (physiology)
<i>ξύλον</i> , wood	xylophone (music), xylograph
<i>όστρεον</i> , bone	osteopathy (hygiene)
<i>παιδίον</i> , child	pediatrician (hygiene), pedagog (Latin)
<i>πένταθλον</i> , contest of five events	pentathlon (athletics)
<i>πέταλον</i> , leaf	petal (botany)
<i>πλεύρον</i> , side	pleura (physiology), pleurocarp (botany)
<i>πτέρον</i> , wing, feather	pterodactyl, (biology), aptera, peripetal (art), pteridophytes (botany)
<i>ῥόδον</i> , rose	rhododendron
<i>σάββατον</i> , rest, the seventh day	Sabbath, sabbatical
<i>σκῆπτρον</i> , staff	sceptre
<i>στάδιον</i> , 600 feet, foot-race course	stadium (athletics)
<i>σῦκον</i> , fig	sycophant (one who gave information about figs)
<i>συμβολον</i> (<i>σὺν + βάλλω</i>) that which is put with something else, sign by which a thing is inferred	symbol (mathematics)
<i>τόξον</i> , bow (pl. bows); <i>τόξικον φάρμακον</i> =poisonous drug used on arrows	toxic, toxicology, antitoxin (physiology)
<i>φάρμακον</i> , drug	pharmacy, pharmaceutical (chemistry)
<i>φύλλον</i> , leaf	phyllotaxis, chlorophyl (botany), Phyllis
<i>φύλον</i> , race, tribe	phylum (classification in biology), phylogenesis
<i>φυτόν</i> , plant	neophyte, pteridophytes (botany)
<i>χρυσάνθεμον</i> , gold-flower	chrysanthemum (botany)

*A series of 14 leaflets prepared by Dr. Jane Gray Carter and published by the SERVICE BUREAU: subscription price, \$1.40.

Cicero's Indifference to the Table

Cicero hardly ever mentions his meals, his cookery, or his wine, even in his most chatty letters. Such matters did not interest him, and do not seem to have interested his friends, so far as we can judge by their letters. In one amusing letter to Poetus he does indeed tell him what he had for dinner at a friend's house, but only by way of explaining that he had been very unwell from eating mushrooms and such dishes, which his host had cooked in order not to contravene a recent sumptuary law.

—*Fowler's SOCIAL LIFE AT ROME*, Chapter IX, pp. 282-3,
Macmillan Co., New York

INTERESTING BOOKS

1. For the Classical Teacher's Background

The Aegean Civilization, by *Gustave Glotz*; Alfred A. Knopf, 730 Fifth Ave., New York. \$6.00.

Ancient and Modern Rome, by *Rodolfo Lanciani*; Marshall Jones, Boston.

Rome of the Kings, by *Ida Thallon Hill*; E. P. Dutton, N. Y. \$3.00.

The Private Life of Helen of Troy, by *John Erskine*; The Bobbs-Merrill Company, Indianapolis. \$2.50.

Hellenic Civilization, by *Maurice Croiset*; Alfred A. Knopf, 730 Fifth Ave., New York. \$2.50.

Homer: The Iliad, with a translation, by *A. T. Murray*; Putnams, \$2.50.

Euripides: Hecuba, translated with Introduction and Notes, by *J. T. Sheppard*; Oxford University Press. \$3.50.

Greek Ethical Thought, by *Hilda D. Oakeley*; E. P. Dutton, N. Y. \$2.00.

Greek Social Life, by *F. A. Wright*; E. P. Dutton, N. Y. \$2.00.

Five Stages of Greek Religion, by *Gilbert Murray*; Columbia University Press. \$3.75.

Century Readings in Ancient Classical and Modern European Literature, by *John W. Cunliffe* and *Grant Showerman*; Century Co. \$5.00.

An Anthology of Medieval Latin, by *Stephen Gaselee*; London, Macmillan and Co.

A History of Greek Religion, by *Martin P. Nilsson*; Oxford University Press, American Branch. \$4.25.

Shadows on the Palatine, imaginary conversations in ancient Rome, by *Wilfranc Hubbard*; Minton, Balch and Co., N. Y. \$2.50.

Orvieto Dust, a tale of ancient Rome, by *Wilfranc Hubbard*; Minton, Balch and Co., N. Y. \$2.50.

New Views of Old Rome, printed in French, German, Italian, and English, with 44 original photographs; by *Louis Bailey Audiger*; Bestetti and Tumminelli, Milan and Rome.

Restauri della Roma Imperiale, by *Giuseppe Gatteschi*; a volume containing 100 plates showing places in Rome as they appear at present and as they must have looked in Roman times; accompanied by notes by *Orazio Marucchi*. Price 150 lire (about \$7.50). Sold by Libreria Spithoever, Piazza di Spagna, Rome.

2. For Use by the Teacher and Pupil

1. Stories from Classical Mythology; published by *George G. Harrap and Co.*, 15 York Street, Covent Gardens, London, W. C.

1) Legends of Greece and Rome, by *Grace H. Kupfer*.

2) Favorite Greek Myths, by *L. S. Hyde*.

3) Stories from Earthly Paradise. Retold from William Morris, by *Madalene Edgar*.

4) Stories retold by *H. L. Havell*: From the Aeneid; from the Odyssey; from the Iliad; from Greek Tragedy; from Greek History.

Of these books Miss Laura Milne, Suffern, New York, writes as follows: "I have found these delightful stories of great interest to the younger Latin pupils. It has been my custom to devote about fifteen minutes every Friday to legends, and pupils always look forward to story-telling with great eagerness."

2. Mythology for Young People, by *Jane Black*; Scribners, \$6.00.
3. Latin Playlets for High Schools, by *Lillian B. Lawler* Bulletin No. 131. Published by the Extension Division of the University of Iowa, Iowa City; price 50 cents postpaid.
4. Imperium Romanum, A Latin Translation Book for Junior Forms, by *A. Melville Jones*, Assistant Master at St. Paul's School, is published by Rivingtons, 34 King St., Covent Garden, London, for 2s 9d. This sentence from the catalogue gives a hint as to the character of the book, "Very little time can be found for the study of Roman History; this summary has therefore been compiled so that the main facts about the growth of the Roman Empire may be acquired in one or two terms during the time given up to Latin translation." A copy has not yet come to the SERVICE BUREAU.

THE REAL ROME

Perhaps the editorial entitled "SEEING THE REAL AMERICA," which appeared in the *New York World* for Nov. 15, 1925, may help Latin teachers to point out to their pupils a fact which is too often forgotten; namely, that the picture of dissolute Romans presented in Cicero's Second Catiline Oration and in the pages of Juvenal and other Roman writers is by no means representative of Roman life as a whole. The "real" Rome was something different from this. The scholar has known it always, but the pupil has no intellectual background for drawing correct conclusions as to the vices and virtues of the great masses of the Roman people.

"Mr. J. St. Loe Strachey, entering the United States with perplexing fears as to the Nation's future, was—he tells the English-Speaking Union here—very quickly reassured. By what? By observing New York's skyscrapers, palatial hotels and impressive public buildings? By the sense of power which Pittsburgh and Chicago convey? By the magnificent vistas of Washington and a look at the Treasury there? Not at all; by a motor trip through the country roads of Western New York and Eastern Pennsylvania, where the peaceful and modest farm homes delivered him from pessimism. "How could I deem America a slave to materialism and false gods," he asked, "when I saw such a homeland, such a stronghold of serenity, peace and fruitfulness?"

This observation suggests that frequently we may quite miss fire in our efforts to impress foreign sojourners. A distinguished visitor arrives with thirty days to spend. In that time he has ten banquets, a dozen receptions, repeated dinners at millionaires' homes, visits to wealthy country clubs, and some university honors. American life flashes by in a haze of limousines, livery, gilt and marble hotels, and palatial houses. The visitor is whisked by Pullman from one city to another, seeing the country between as a parade of guide-boards. No wonder he goes home thinking America the richest, giddiest, and most luxuriously disagreeable country in the world. Mr. St. Loe Strachey's trip through the humble Susquehanna farmsteads might be prescribed for many of our guests. Or if there weren't time, a good thorough inspection of Flatbush or the Jersey suburbs or any community where the plain American lives in a plain way would do."

A DIFFICULT PROBLEM SOLVED

I have tried this fall a most interesting experiment, which has worked splendidly. I have time to teach only one section of First Year Latin and this year so many requests came from parents that their sons be assigned to my section that I finally solved the problem by taking all of them.

The boys first meet in four different sections and the teachers in charge of these attempt to find out only the fellows who have shirked their work. This takes about fifteen minutes. After this all sections unite in one large class (one hundred and twelve of them) and I undertake to teach the lesson, my mind being entirely free from an effort to find the shirkers. We have made a great game of the class. On the opening day, the boy at the head of the class numbered 1, the next 2, then 3, etc., to 112 and a record was taken of these numbers. Each time a boy makes an error the question is passed downward until it is correctly answered, the boy answering correctly passing up above those who answered incorrectly. For example, if 6, 7, and 8 failed, 9 would pass up to 6, the other 3 slipping down a point each. Eight or ten questions are given each boy in writing. In this case each boy passes his paper to the boy below him, and if there is an error, the first boy below to get it correctly passes above those who missed. At the end of the recitation the boys again number, starting at the head, and the following day take the same number that they held at the close of the recitation the preceding day. Once a week the roll is called and a record made of the numbers. This has developed an intense spirit of competition. It has brought about unusual accuracy and we have all had a thoroughly good time playing the game.

—William R. Webb,
Webb School, Bell Buckle, Tenn.

THEN AND NOW

A quotation from Item 159 in the SERVICE BUREAU List of Material—a paper by Dr. Ernst Riess entitled "Social Problems in Cicero's Times."

I. Evils that existed in Cicero's time:

1. Agrarian question due to decrease of small holdings and rapid growth of large estates.
2. Concentration of money in hands of few.
3. Menace to constitutional government due to political influence of these two classes.
4. Imperialistic expansion and exploitation of newly conquered territories.
5. Growing discontent of the poorer classes, making them prey for criminal agitators.
6. Ill-considered attempts to ameliorate unsatisfactory conditions.

II. Parallel cases of these evils in modern times:

1. "Latifundia" still agitating Great Britain, Czechoslovakia, Poland, and Latvia; importance of this question in the development of the Russian upheaval; in the increasing number of tenant farmers in the United States.
2. Concentration of money in hands of a few in nearly all countries.
3. Policies of country dictated by moneyed class.
4. Imperialistic expansion and exploitation of acquired territory seen in the parceling out of Africa and in the treatment of India, China, and Central and South American States.
5. Discontent of poor in Russia and elsewhere.
6. Ill-considered remedial proposals by both conservatives and radicals in all nations.

VI. Conclusion—parallels between Cicero's economic views and those of modern times

The teacher should be well-informed about conditions of Cicero's time by a study of the background of Roman life and thought, and by the reading of modern literature—especially books used in courses in history and economics; such journals as the Manchester Guardian which supplies authentic news of world events; and, of course, some large city newspaper. By such means, if he has an open mind, he can find many points of comparison between the ancient and the modern. He should, however, not devote too much time to the subject in his class, but only enough to set pupils to thinking so that with unbiased mind they may judge the economic and social conditions of the past and the present.

INTERESTING INFORMATION

Eight reprints from Part II of the pamphlet dealing with vocabulary in Mr. Gray's Series of booklets entitled *Pupil's Companion to High School Latin* are now appearing in the form of detached leaflets which may be pasted in the backs of high school textbooks. These appear under the following titles: The Latin Derivation of: 1. Spanish Vocabulary, 2. French Vocabulary, 3. Italian Vocabulary, 4. Technical Terms in Mathematics, 5. Commercial Terms, 6. Semi-technical Terms in Physics, 7. Technical and Semi-technical Terms in Biology, 8. Musical Terms. For sale by Mason Gray, East High School, Rochester, N. Y.

Nineteen Lists of *Special Vocabularies of the Public School Subjects*, determined by Luella Cole Pressey, Ohio State University, are published by the Public School Publishing Co., Bloomington, Ill. Price 5 cents each.

A thesis entitled *The Quality of English in Latin Translations*, by Dr. Mazie Nave Woodring, Associate in Education at Teachers College, has just been published by the Columbia University Press. Teachers of Latin will find this study very interesting.

A study entitled "To what extent do the orations of Cicero commonly read in high school furnish material for teaching important points of Roman history," is being undertaken at the suggestion of the SERVICE BUREAU. When this is completed, it is hoped that teachers will have at hand not only a digest of Cicero's references to Roman history but also an outline of suggested readings in English and Latin sources necessary for rounding out certain topics of paramount importance.

"How has the press as a whole received the *Latin Investigation Report*?" In answer to this question, Dean Andrew West, President of the American Classical League, writes as follows:

"Among the 300 or more notices in newspapers and journals, there are only three articles which are unfriendly to the *Latin Investigation Report*. The rest are all favorable. The scattered comments in letters received from all over the United States as well as from Canada, England, Scotland, Wales, Ireland, and France are also all friendly without exception."

Caesar teachers will be glad to know that the publication of a pamphlet containing information about places in France which are connected with Caesar's campaigns, and instructions as to ways and means of making a visit to these spots both pleasant and profitable, is under consideration by the secretary of the Guillaume Budé Association, a society formed in France to further the interests of the classics. Such a publication will be of great assistance to persons who wish to visit some of the sites and whose time and financial resources are limited. The SERVICE BUREAU FOR CLASSICAL TEACHERS has been asked to contribute suggestions as to the contents of such a pamphlet. Correspondence with

teachers who are looking forward to a trip to France and are desirous of seeing places with which Caesar's text is concerned, will therefore be welcomed.

It is altogether probable that within the next few years, instead of going to Rome to see the Forum, classical teachers will be sailing to Athens to see the ruins of the Agora, for the Greek government has given to America the wonderful opportunity of making excavations in the centre of the ancient city.

A quotation from a pamphlet called *Teacher Demand and Supply*, Department of Education, Kansas City, Mo., runs as follows: "Teachers of Latin are so badly needed that for many years to come the demand will be very good. This, next to Music, is the best field for both men and women teachers who hold degrees." It is safe to say that the situation in Missouri is not unique; the same conditions exist in a considerable number of states.

MATERIAL FOR DISTRIBUTION

A complete list of material available for distribution is now in printed form under the title MATERIAL LEAFLET II. This may be secured for 5 cents. Copies for distribution at meetings, or for circulation through service centers or similar agencies may be obtained free of charge.

Latin Notes Supplements

(The numbering is continued from the December LATIN NOTES)

- XIV. Easy Latin Stories, selected from English textbooks and designed for use in the second and third semesters. Arranged by Miss Louise Lammers, Terre Haute, Ind. 10 cents for single copies; 5 cents for 30 or more.
- XV. Some stories about the Roman Forum; a study prepared by students of the freshman and sophomore Latin classes of Teachers College of the City of Boston, under the direction of Miss F. Winifred Given. Ten cents.
- XVI. Passages in historical novels which are descriptive of certain features of Roman life. Selected and written out for the use of the teacher and pupil, by Miss Mary Burgoine, Yonkers, N. Y. (Ready in February.) Ten cents; 5 cents for 30 or more.

Bulletin II

PICTURES FOR THE CLASSICAL TEACHER

An extensive list of photographs and prints classified under important topics with catalogue numbers, sizes, and approximate prices indicated. Prepared by Miss Edith Sanford, New Haven, Conn., in collaboration with Miss Margaret Ecker, Miss Cora Bryson, Miss Lucile Harbold, and other workers in the Service Bureau for Classical Teachers. Price 30 cents.

THE KNOWLEDGE SIDE

Do secondary teachers of Latin know enough about the subject-matter which they are teaching? When one learns from the Latin Investigation Report that 25% of the 22,500 teachers of secondary Latin in the country have not studied the subject beyond the high school, he can not fail to answer this question in the negative. A wider scholastic training is undoubtedly necessary for the best interests of Latin. But in emphasizing this point of common sense, we sometimes forget to say that it is not only more scholarship in general that is needed, but as well a deeper knowledge of specific points with which the teacher of secondary Latin must be vitally concerned. Somewhere beyond the college

professor (who is concerned almost exclusively if not entirely with instructing the prospective teachers in the facts of Latin) and the high school class room, should be the "middleman" who touches both fields—namely, broad scholarship and experience in teaching boys and girls. At least he should be sufficiently familiar with the secondary class room to enable him to help the prospective teacher in organizing knowledge for meeting specific problems on the academic side, and to deepen this knowledge vastly at certain strategic points. Persons of high scholastic attainments often make poor teachers because, while they know a great deal about Latin in general and even about some particular aspects of it, they have a very vague idea of certain points with which every teacher of high school Latins should be intimately acquainted.

The Latin Investigation Report has outlined very clearly the subject matter which the successful secondary Latin teacher should know thoroughly. The professionally-minded instructor will gladly welcome such guidance in the acquisition of a broader and deeper foundation for his important task.

TRY THIS

A final examination question in a summer course for the training of Latin teachers

Illustrate from the following passage ways of making a conscious connection with at least five ultimate objectives. List these objectives first but do not confine them necessarily to those which should be most stressed in the third year. Look upon this procedure of yours as "exploratory" only and not as an example of what you should necessarily do with all the Latin text which you are using. Regard the exercise as a test of your ability to recognize opportunities for making connections with ultimate objectives in case you should desire to do so.

"*Recognosce tandem mecum noctem illam superiorem; iam intelleges multo me vigilare acrius ad salutem quam te ad perniciem rei publicae. Dico te priore nocte venisse inter falcarios (non agam obscure) in M. Laecae domum; convenisse eodem complures eiusdem amentiae scelerisque socios. Num negare audes? quid taces? Convincam, si negas. Video enim esse hic in senatu quosdam, qui tecum una fuerunt. O di innmortales! ubinam gentium sumus? in qua urbe vivimus? quam rem publicam habemus? Hic, hic sunt in nostro numero, patres conscripti, in hoc orbis terrae sanctissimo gravissimoque consilio, qui de nostro omnium interitu, qui de huius urbis atque adeo de orbis terrarum exitio cogitent!"*

—Cicero, CATILINE, I, 4.

URBS AETERNA

Colonos hears the nightingales no more;
Vanished the shady planes of Academe;
Yet still the sages muse and poets dream
Where shrunk Ilyssus laves an arid shore;
And still whene'er the moon's pale glories pour
On shattered architrave and marble beam,
Athene's fane, the perfect, the supreme,
Assumes the majesty that once it wore.

O mourn no grandeur passed, no beauty fled!
Our city is from change a thing apart,
And still has power to rapture and control.
Seek not her living presence with the dead;
She is the day-star of the waking heart,
The sun that lights each visionary soul.

—George Meason Whicher

Quoted from ART AND ARCHAEOLOGY, October, 1925